

Alignment of Destination Math Courseware  
with  
**California Mathematics Content Standards**  
**GRADE 7**

**Number Sense**

	<b>Mastering Skills &amp; Concepts: Course III</b>	<b>Mastering Skills &amp; Concepts: Course IV</b>	<b>Mastering Skills &amp; Concepts: Course V</b>	<b>Mastering Algebra I: Course 1</b>	<b>Mastering Algebra I: Course 2</b>
<p><b>1.0</b> Students know the properties of, and compute with, rational numbers expressed in a variety of forms:</p> <p style="text-align: center;"><b>SEE BELOW</b></p>					
<p><b>1.1</b> Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.</p>			<p><b>Module: Radicals and Exponents</b> Unit: Introduction to Scientific Notation <u>Session 1</u>: Writing Numbers Using Scientific Notation <u>Session 2</u>: Comparing Numbers in Scientific Notation <u>Session 3</u>: Writing Numbers Between 0 and 1 in Scientific Notation</p>		
<p><b>1.2</b> Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.</p>	<p><b>Module: Operations with Numbers</b> Unit: Addition and Subtraction of Whole Numbers <u>Session 1</u>: Whole Number Sums <u>Session 2</u>: Differences Between Large Numbers</p>	<p><b>Module: Fractions</b> Unit: Multiplying Fractions <u>Session 1</u>: Finding Products of Fractions, Whole Numbers, and Mixed Numbers <u>Session 2</u>: Using the GCF in Finding Products</p>			

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<p><b>1.2</b> Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.</p> <p style="text-align: center;">(Continued)</p>	<p><b>Module: Operations with Numbers</b> Unit: The Integers <u>Session 1</u>: Integer Sums <u>Session 2</u>: Differences Between Integers <b>Module: Operations with Numbers</b> Unit: Multiplication and Division of Whole Numbers <u>Session 1</u>: Two-digit Multipliers <u>Session 2</u>: Introduction to Long Division <u>Session 3</u>: Two-digit Divisors <b>Module: Fractions</b> Unit: Addition and Subtraction <u>Session 1</u>: Sums Involving Like Denominators <u>Session 2</u>: Differences Involving Like Denominators <u>Session 3</u>: Working with Unlike Denominators <b>Module: Fractions</b> Unit: Multiplication and Division <u>Session 1</u>: Finding Products <u>Session 2</u>: Quotients and Remainders</p>	<p><u>Session 3</u>: Representing Multiplication <b>Module: Fractions</b> Unit: Dividing Fractions <u>Session 1</u>: Estimating Quotients of Fractions <u>Session 2</u>: Using Multiplicative Inverse <u>Session 3</u>: Solving Missing Value Problems when Dividing Fractions <b>Module: Fractions</b> Unit: Adding Fractions <u>Session 1</u>: Adding with Like Denominators <u>Session 2</u>: Adding with Unlike Denominators <u>Session 3</u>: Solving Missing Value Problems when Adding Fractions <b>Module: Fractions</b> Unit: Subtracting Fractions <u>Session 1</u>: Subtracting with Like Denominators <u>Session 2</u>: Subtracting with Unlike Denominators <u>Session 3</u>: Solving Missing Value Problems when Subtracting Fractions</p>			

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<p><b>1.2</b> Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.</p> <p style="text-align: center;">(Continued)</p>	<p><b>Module: Decimals</b> Unit: Addition and Subtraction <u>Session 1</u>: Adding Decimals <u>Session 2</u>: Subtracting Decimals <b>Module: Decimals</b> Unit: Multiplication and Division <u>Session 1</u>: Multiplying Decimals <u>Session 2</u>: Dividing Decimals by Whole Numbers</p>	<p><b>Module: Decimals</b> Unit: Adding and Subtracting Decimals <u>Session 1</u>: Using Place Value Grids <u>Session 2</u>: Regrouping with Whole Numbers <u>Session 3</u>: Regrouping to Hundredths <b>Module: Decimals</b> Unit: Multiplying Decimals <u>Session 1</u>: Multiplying Decimals by Powers of 10 <u>Session 2</u>: Calculating Products <b>Module: Decimals</b> Unit: Dividing Decimals <u>Session 1</u>: Dividing Decimals by Whole Numbers <u>Session 2</u>: Estimating and Finding Quotients <u>Session 3</u>: Dividing by Powers of 10 <b>Module: Integers &amp; Order of Operations</b> Unit: Order of Operations <u>Session 1</u>: Simplifying Expressions</p>			

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<b>1.3</b> Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.	<b>Module: Decimals</b> Unit: Introduction <u>Session 3</u> : Ratios, Decimals, and Percents <b>Module: Decimals</b> Unit: Multiplication and Division <u>Session 1</u> : Multiplying Decimals	<b>Module: Percents</b> Unit: Essentials of Percents <u>Session 1</u> : Investigating the Meaning of Percent <u>Session 2</u> : Expressing Percents as Proper Fractions <u>Session 3</u> : Expressing Percents Greater than 100% as Improper Fractions <b>Module: Percents</b> Unit: Finding Percents of Quantities <u>Session 2</u> : Expressing Ratios as Percents <u>Session 3</u> : Calculating the Whole from a Part and a Percent			
<b>1.4</b> Differentiate between rational and irrational numbers			<b>Module: Radicals and Exponents</b> Unit: Introduction to Radicals and Pythagorean Theorem <u>Session 3</u> : Defining Irrational Numbers		<b>Module: The Real Number System</b> Unit: Rational and Irrational Numbers <u>Session 1</u> : Defining the Real Numbers
<b>1.5</b> Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions	<b>Module: Decimals</b> Unit: Introduction <u>Session 1</u> : Tenths, Hundredths, and Thousandths <u>Session 3</u> : Ratios, Decimals, and Percents	<b>Module: Decimals</b> Unit: Essentials of Decimals <u>Session 3</u> : Exploring Repeating and Terminating Decimals			

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1.6 Calculate the percentage of increases and decreases of a quantity.		<b>Module: Percents</b> Unit: Increasing and Decreasing Percents <u>Session 1</u> : Calculating Percent Increases <u>Session 2</u> : Calculating Percent Decreases			
1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.		<b>Module: Percents</b> Unit: Finding Percents of Quantities <u>Session 1</u> : Finding Percents of a Whole <u>Session 3</u> : Calculating the Whole from a Part and a Percent <b>Module: Percents</b> Unit: Increasing and Decreasing Percents <u>Session 1</u> : Calculating Percent Increases <u>Session 2</u> : Calculating Percent Decreases <u>Session 3</u> : Calculating Simple Interest			

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<p><b>2.0</b> Students use exponents, powers, and roots and use exponents in working with fractions:</p> <p style="text-align: center;"><b>SEE BELOW</b></p>					
<p><b>2.1</b> Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.</p>			<p><b>Module: Radicals and Exponents</b> Unit: Introduction to Scientific Notation <u>Session 3</u>: Writing Numbers Between 0 and 1 in Scientific Notation</p>		<p><b>Module: Powers and Polynomials</b> Unit: Polynomial Arithmetic <u>Session 1</u>: Working with Powers</p>
<p><b>2.2</b> Add and subtract fractions by using factoring to find common denominators.</p>	<p><b>Module: Fractions</b> Unit: Addition and Subtraction <u>Session 3</u>: Working with Unlike Denominators</p>	<p><b>Module: Fractions</b> Unit: Adding Fractions <u>Session 2</u>: Adding with Unlike Denominators <u>Session 3</u>: Solving Missing Value Problems when Adding Fractions <b>Module: Fractions</b> Unit: Subtracting Fractions <u>Session 2</u>: Subtracting with Unlike Denominators <u>Session 3</u>: Solving Missing Value Problems when Subtracting Fractions</p>			

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<b>2.3</b> Multiply, divide, and simplify rational numbers by using exponent rules.			<b>Module: Radicals and Exponents</b> Unit: Introduction to Radicals and Pythagorean Theorem <u>Session 1</u> : Exploring the Pythagorean Theorem (minimal)		<b>Module: Powers and Polynomials</b> Unit: Polynomial Arithmetic <u>Session 1</u> : Working with Powers (advanced)
<b>2.4</b> Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.			<b>Module: Radicals and Exponents</b> Unit: Introduction to Radicals and Pythagorean Theorem <u>Session 2</u> : Investigating Squares and Square Roots <u>Session 3</u> : Defining Irrational Numbers		<b>Module: The Real Number System</b> Unit: Rational and Irrational Numbers <u>Session 1</u> : Defining the Real Numbers
<b>2.5</b> Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.		<b>Module: Integers &amp; Order of Operations</b> Unit: Adding and Subtracting Signed Numbers <u>Session 1</u> : Exploring the Number Line and Absolute Value <u>Session 2</u> : Adding with Absolute Value <u>Session 3</u> : Subtracting with Absolute Value			

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**Algebra and Functions**

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<p><b>1.0</b> Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:</p> <p style="text-align: center;"><b>SEE BELOW</b></p>					
<p><b>1.1</b> Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).</p>			<p><b>Module: Essentials of Algebra</b> Unit: Algebra Fundamentals <u>Session 1</u>: Introducing Variables <u>Session 2</u>: Identifying Components of Algebraic Expressions <u>Session 3</u>: Replacing Variables in a Formula</p> <p><b>Module: Essentials of Algebra</b> Unit: Simple Equations <u>Session 1</u>: Using Variables to Express Relationships</p> <p><b>Module: Essentials of Algebra</b> Unit: Variables on Both Sides of the Equation <u>Session 1</u>: Writing Equations</p>	<p><b>Module: The Language of Algebra</b> Unit: Variables, Expressions, and Equations <u>Session 1</u>: Translating Words into Expressions</p> <p><b>Module: Systems of Linear Equations</b> Unit: Graphic Solutions of Linear Systems <u>Session 1</u>: Finding the Point of Intersection</p> <p><b>Module: Systems of Linear Equations</b> Unit: Algebraic Solutions of Linear Systems <u>Session 1</u>: Using Substitution to Eliminate a Variable <u>Session 2</u>: Using Addition or Subtraction to Eliminate a Variable</p>	

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<p><b>1.1</b> Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).</p> <p style="text-align: center;">(Continued)</p>				<p><b>Module: Linear Inequalities</b> Unit: Inequalities in One Variable <u>Session 1</u>: Applying Inverse Operations <u>Session 3</u>: Solving Absolute Value Inequalities</p> <p><b>Module: Linear Inequalities</b> Unit: Inequalities in Two Variables <u>Session 2</u>: Solving Systems by Graphing</p>	
<p><b>1.2</b> Use the correct order of operations to evaluate algebraic expressions such as <math>3(2x + 5)^2</math>.</p>		<p><b>Module: Integers &amp; Order of Operations</b> Unit: Order of Operations <u>Session 1</u>: Simplifying Expressions <u>Session 2</u>: Introducing the Distributive Property <u>Session 3</u>: Using Grouping Symbols</p>	<p><b>Module: Essentials of Algebra</b> Unit: Evaluating an Algebraic Expression <u>Session 1</u>: Representing the Dimensions and Area of a Rectangle <u>Session 3</u>: Evaluating Expressions Using Substitution</p> <p><b>Module: Essentials of Algebra</b> Unit: Simple Equations <u>Session 2</u>: Simplifying Algebraic Expressions <u>Session 3</u>: Solving Simple Equations</p>	<p><b>Module: The Language of Algebra</b> Unit: Variables, Expressions, and Equations <u>Session 3</u>: Evaluating and Simplifying Expressions</p>	

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<b>1.3</b> Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.		<b>Module: Integers &amp; Order of Operations</b> Unit: Order of Operations <u>Session 1: Simplifying Expressions</u> <u>Session 2: Introducing the Distributive Property</u> <u>Session 3: Using Grouping Symbols</u>	<b>Module: Essentials of Algebra</b> Unit: Evaluating an Algebraic Expression <u>Session 2: Combining Like Terms</u> <b>Module: Essentials of Algebra</b> Unit: Simple Equations <u>Session 2: Simplifying Algebraic Expressions</u> <u>Session 3: Solving Simple Equations</u>	<b>Module: The Language of Algebra</b> Unit: Variables, Expressions, and Equations <u>Session 2: Applying Properties of Real Numbers</u>	<b>Module: The Real Number System</b> Unit: Rational and Irrational Numbers <u>Session 2: Working with Radicals</u>
<b>1.4</b> Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.	<b>“Key Words” are introduced at the beginning of each session.</b>	<b>“Key Words” are introduced at the beginning of each session.</b>	<b>“Key Words” are introduced at the beginning of each session.</b>	<b>“Key Words” are introduced at the beginning of each session.</b>	<b>“Key Words” are introduced at the beginning of each session.</b>
<b>1.5</b> Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.	<b>These concepts are thoroughly integrated throughout this course.</b>	<b>These concepts are thoroughly integrated throughout this course.</b>	<b>These concepts are thoroughly integrated throughout this course.</b>	<b>These concepts are thoroughly integrated throughout this course.</b>	<b>These concepts are thoroughly integrated throughout this course.</b>

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<p><b>2.0</b> Students interpret and evaluate expressions involving integer powers and simple roots:</p> <p style="text-align: center;"><b>SEE BELOW</b></p>					
<p><b>2.1</b> Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.</p>			<p><b>Module: Radicals and Exponents</b> Unit: Introduction to Radicals and Pythagorean Theorem <u>Session 1</u>: Exploring the Pythagorean Theorem <u>Session 3</u>: Defining Irrational Numbers</p> <p><b>Module: Radicals and Exponents</b> Unit: Introduction to Scientific Notation <u>Session 1</u>: Writing Numbers Using Scientific Notation <u>Session 3</u>: Writing Numbers Between 0 and 1 in Scientific Notation</p>		<p><b>Module: Powers and Polynomials</b> Unit: Polynomial Arithmetic <u>Session 1</u>: Working with Powers</p>
<p><b>2.2</b> Multiply and divide monomials, extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.</p>					<p><b>Module: Powers and Polynomials</b> Unit: Polynomial Arithmetic <u>Session 1</u>: Working with Powers (too advanced)</p>

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<p><b>2.2</b> Multiply and divide monomials, extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent. (Continued)</p>					<p><b>Module: Powers and Polynomials</b> Unit: Factoring Polynomials <u>Session 1: Finding Common Factors</u></p>
<p><b>3.0</b> Students graph and interpret linear and some nonlinear functions:  <b>SEE BELOW</b></p>					
<p><b>3.1</b> Graph functions of the form <math>y = nx^2</math> and <math>y = nx^3</math> and use in solving problems</p>				<p><b>The Graphing Tool</b></p>	<p><b>Module: Quadratic Functions &amp; Equations</b> Unit: Graphing Quadratic Functions and Equations <u>Session 1: Graphing Parabolas</u> <u>Session 2: Analyzing Properties of Parabolas</u> <u>Session 3: Solving Quadratic Equations by Graphing</u>  (Cubics are not covered.)</p>

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<b>3.2</b> Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths (e.g., cubes with varying edge lengths or a triangle prism with a fixed height and an equilateral triangle base of varying lengths).				<b>The Graphing Tool</b>	
<b>3.3</b> Graph linear functions, noting that the vertical change (change in <i>y</i> -value) per unit of horizontal change (change in <i>x</i> -value) is always the same and know that the ratio (“rise over run”) is called the slope of a graph.				<b>Module: Linear Functions &amp; Equations</b> Unit: The Rectangular Coordinate Plane <u>Session 2</u> : Defining Slope  <b>The Graphing Tool</b>	
<b>3.4</b> Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.				<b>Module: Linear Functions &amp; Equations</b> Unit: The Rectangular Coordinate Plane <u>Session 2</u> : Defining Slope  <b>The Graphing Tool</b>	

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<p><b>4.0</b> Students solve simple linear equations and inequalities over the rational numbers:</p> <p style="text-align: center;"><b>SEE BELOW</b></p>					
<p><b>4.1</b> Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.</p>			<p><b>Module: Essentials of Algebra</b> Unit: Simple Equations <u>Session 3</u>: Solving Simple Equations</p> <p><b>Module: Essentials of Algebra</b> Unit: Variables on Both Sides of the Equation <u>Session 2</u>: Simplifying Both Sides of an Equation (very quick transition)</p> <p><u>Session 3</u>: Checking the Solution to an Equation</p>	<p><b>Module: The Language of Algebra</b> Unit: Linear Equations in One Variable <u>Session 2</u>: Transforming Equations using Multiple Operations</p> <p><b>Module: Linear Inequalities</b> Unit: Inequalities in One Variable <u>Session 1</u>: Applying Inverse Operations <u>Session 2</u>: Graphing Solutions on a Number Line <u>Session 3</u>: Solving Absolute Value Inequalities</p>	
<p><b>4.2</b> Solve multi-step problems involving rate, average speed, distance, and time or a direct variation.</p>			<p><b>Module: Essentials of Algebra</b> Unit: Variables on Both Sides of the Equation <u>Session 2</u>: Simplifying Both Sides of an Equation (minimal)</p>	<p><b>Module: Linear Functions &amp; Equations</b> Unit: The Rectangular Coordinate Plane <u>Session 2</u>: Defining Slope <u>Session 3</u>: Finding x- and y-Intercepts (minimal)</p>	

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<p><b>4.2</b> Solve multi-step problems involving rate, average speed, distance, and time or a direct variation.</p> <p style="text-align: center;">(Continued)</p>			<p><b>Module: Ratio and Proportion</b> Unit: Direct and Inverse Variation <u>Session 1</u>: Exploring and Solving Direct Variation Problems (minimal)</p>	<p><b>Module: Linear Functions &amp; Equations</b> Unit: Introduction to Functions <u>Session 1</u>: Exploring the Slope-Intercept Equation of a Line <u>Session 2</u>: Exploring the Point-Slope Equation of a Line <u>Session 3</u>: Relations and Functions <b>Module: Systems of Linear Equations</b> Unit: Graphic Solutions of Linear Systems <u>Session 1</u>: Finding the Point of Intersection <u>Session 2</u>: Graphing Parallel &amp; Perpendicular Lines</p>	

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**Measurement and Geometry**

	Mastering Skills & Concepts: Course III	Mastering Skills & Concepts: Course IV	Mastering Skills & Concepts: Course V	Mastering Algebra I: Course 1	Mastering Algebra I: Course 2
<b>1.0</b> Students choose appropriate units of measure and use ratios to convert within the between measurement systems to solve problems:					
<b>1.1</b> Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).					
<b>1.2</b> Construct and read drawings and models made to scale.					
<b>1.3</b> Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.					

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<p><b>2.0</b> Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:</p> <p style="text-align: center;"><b>SEE BELOW</b></p>					
<p><b>2.1</b> Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.</p>	<p><b>Module: Geometry</b> Unit: Measurement <u>Session 2:</u> Rectangles and Squares <u>Session 3:</u> Triangles <u>Session 4:</u> Parallelograms and Trapezoids <b>Module: Geometry</b> Unit: Coordinate Geometry and Algebra <u>Session 1:</u> The Coordinate Plane</p> <p>(no work with circles)</p>		<p><b>Module: Fundamentals of Geometry</b> Unit: Triangles <u>Session 2:</u> Exploring the Area of a Triangle <b>Module: Fundamentals of Geometry</b> Unit: Volume and Surface Area <u>Session 1:</u> Calculating the Volume of a Right Triangular Prism <u>Session 2:</u> Calculating the surface Area of a Right Triangular Prism <u>Session 3:</u> Calculating the Volume and Surface Area of a Right Cylinder (minimal work with circles)</p>		

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**Measurement and Geometry**

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<p><b>2.2</b> Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.</p>	<p><b>Module: Geometry</b> Unit: Measurement <u>Session 4:</u> Parallelograms and Trapezoids</p>		<p><b>Module:</b> <b>Fundamentals of Geometry</b> Unit: Triangles <u>Session 1:</u> Classifying Triangles by Sides <b>Module:</b> <b>Fundamentals of Geometry</b> Unit: Volume and Surface Area <u>Session 1:</u> Calculating the Volume of a Right Triangular Prism <u>Session 2:</u> Calculating the surface Area of a Right Triangular Prism <u>Session 3:</u> Calculating the Volume and Surface Area of a Right Cylinder</p>		
<p><b>2.3</b> Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.</p>			<p><b>Module:</b> <b>Fundamentals of Geometry</b> Unit: Volume and Surface Area <u>Session 1:</u> Calculating the Volume of a Right Triangular Prism <u>Session 2:</u> Calculating the Surface Area of a Right Triangular Prism <u>Session 3:</u> Calculating the Volume and Surface Area of a Right Cylinder</p>		

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<p><b>2.4</b> Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches or <math>1\text{ft}^2 = 144\text{in}^2</math>, 1 cubic inch is approximately 16.38 cubic centimeters or <math>1\text{in}^3 = 16.38\text{cm}^3</math>).</p>		<p>This objective is included (embedded) throughout the course.</p>	<p>This objective is included (embedded) throughout the course.</p>	<p>This objective is included (embedded) throughout the course.</p>	<p>This objective is included (embedded) throughout the course.</p>

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**Measurement and Geometry**

	<b>Mastering Skills &amp; Concepts: Course III</b>	<b>Mastering Skills &amp; Concepts: Course IV</b>	<b>Mastering Skills &amp; Concepts: Course V</b>	<b>Mastering Algebra I: Course 1</b>	<b>Mastering Algebra I: Course 2</b>
<p><b>3.0</b> Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:</p> <p style="text-align: center;"><b>SEE BELOW</b></p>					
<p><b>3.1</b> Identify and construct basic elements of geometric figures (e.g., altitudes, mid-points, diagonals, angle bisectors, and perpendicular bisectors, central angles, radii, diameters, and chords of circles) by using a compass and straightedge.</p>					
<p><b>3.2</b> Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections.</p>	<p><b>Module: Geometry</b> Unit: Coordinate Geometry and Algebra <u>Session 1</u>: The Coordinate Plane <u>Session 2</u>: Symmetry and Transformations</p>				

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**Measurement and Geometry**

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<b>3.3</b> Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.			<b>Module: Radicals and Exponents</b> Unit: Introduction to Radicals and Pythagorean Theorem <u>Session 1</u> : Exploring the Pythagorean Theorem		
<b>3.4</b> Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.			<b>Module: Fundamentals of Geometry</b> Unit: Geometry Fundamentals <u>Session 3</u> : Recognizing Congruent Angles		
<b>3.5</b> Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.					
<b>3.6</b> Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).					

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**Statistics, Data Analysis, and Probability**

	<b>Mastering Skills &amp; Concepts: Course III</b>	<b>Mastering Skills &amp; Concepts: Course IV</b>	<b>Mastering Skills &amp; Concepts: Course V</b>	<b>Mastering Algebra I: Course 1</b>	<b>Mastering Algebra I: Course 2</b>
<p><b>1.0</b> Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:</p> <p style="text-align: center;"><b>SEE BELOW</b></p>					
<p><b>1.1</b> Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.</p>			<p><b>Module: Fundamentals of Statistics</b> Unit: Interpreting and Constructing Graphs <u>Session 1</u>: Exploring Line Graphs <u>Session 2</u>: Exploring Bar Graphs <u>Session 3</u>: Interpreting Pie Charts</p>		<p><b>Module: Describing Data</b> Unit: Graphical Displays <u>Session 1</u>: Stem-and-Leaf Plots and Box Plots <u>Session 2</u>: Scatter Plots and Linear Best-Fit Graphs</p>
<p><b>1.2</b> Represent two numerical variables on a scatter plot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).</p>			<p><b>Module: Fundamentals of Statistics</b> Unit: Frequency Distribution and Histograms <u>Session 1</u>: Creating and Interpreting a Frequency Table</p>	<p><b>Module: Linear Functions &amp; Equations</b> Unit: The Rectangular Coordinate Plane <u>Session 1</u>: Graphing Ordered Pairs</p>	<p><b>Module: Describing Data</b> Unit: Graphical Displays <u>Session 2</u>: Scatter Plots and Linear Best-Fit Graphs (advanced)</p>

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**Statistics, Data Analysis, and Probability**

	<b>Mastering Skills &amp; Concepts: Course III</b>	<b>Mastering Skills &amp; Concepts: Course IV</b>	<b>Mastering Skills &amp; Concepts: Course V</b>	<b>Mastering Algebra I: Course 1</b>	<b>Mastering Algebra I: Course 2</b>
<b>1.3</b> Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.					<b>Module: Describing Data</b> Unit: Graphical Displays <u>Session 1</u> : Stem-and-Leaf Plots and Box Plots

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**Mathematical Reasoning**

	<b>Mastering Skills &amp; Concepts: Course III</b>	<b>Mastering Skills &amp; Concepts: Course IV</b>	<b>Mastering Skills &amp; Concepts: Course V</b>	<b>Mastering Algebra I: Course 1</b>	<b>Mastering Algebra I: Course 2</b>
<b>1.0</b> Students make decisions about how to approach problems:	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.
<b>1.1</b> Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.					
<b>1.2</b> Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.					
<b>1.3</b> Determine when and how to break a problem into simpler parts.					

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**Mathematical Reasoning**

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<b>2.0</b> Students use strategies, skills, and concepts in finding solutions:	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.
<b>2.1</b> Use estimation to verify the reasonableness of calculated results.					
<b>2.2</b> Apply strategies and results from simpler problems to more complex problems.					

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**Mathematical Reasoning**

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<b>2.3</b> Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.
<b>2.4</b> Make and test conjectures by using both inductive and deductive reasoning.					
<b>2.5</b> Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.					

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**Mathematical Reasoning**

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<b>2.6</b> Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language, support solutions with evidence in both verbal and symbolic work.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.
<b>2.7</b> Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.					
<b>2.8</b> Make precise calculations and check the validity of the results from the context of the problem.					

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<b>3.0</b> Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.	The concepts on this page are thoroughly integrated throughout this course.
<b>3.1</b> Evaluate the reasonableness of the solution in the context of the original situation.					
<b>3.2</b> Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.					
<b>3.3</b> Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.					